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ABSTRACT

Organized around the theme of school violence, this booklet provides teachers and lawyers with classroom materials for elementary grades 4-6 (Level A), intermediate grades 6-8 (Level B), and high school grades 9-12 (Level C). In addition, each level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the student (a pencil). The booklet contains lesson plans, activities, a youth violence and crime survey, and an evaluation form for lawyers using the materials. The lessons and activities ask students to investigate sources of school violence as well as identify legal (laws) and non-legal (conflict resolution) prevention strategies to school violence. The inside front cover provides tips for lawyers preparing classroom presentations. (TSV)

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LAWYERS IN THE CLASSROOM

School Violence and the Law

by Frank Kopecky

ED 402 222

SO 026 132

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Special Committee on Youth Education for Citizenship

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When You're a Lawyer in the Classroom . . .

You may find the following tips helpful, especially if you're a novice at giving classroom presentations:

- Work with the teacher before your session. Let her or him know what you plan to do and provide background materials. Ask what the class has been studying, and integrate your session with classroom studies.

- The first few minutes of a presentation may make or break it. Get the students involved immediately—either with a startling statement that grabs their attention or a question that they can't help but want to answer.

- Talk with the students, not at them. A lecture may work for a professor in a law class, but it is not the best way to approach elementary or even secondary students.

- Work the room. Don't stand in one place; move around. Get the students involved. Encourage participation by your own enthusiasm for the topic.

- Be prepared to vary from your lesson plan a bit. When you do generate interest and enthusiasm in the students, their questions and comments may lead you away from your plan. Encourage students' input and allow digression, but look for an opening to get back on track as soon as you can.

- Talk to the students in language they can understand, but don't feel you need to talk down to them. Use some jargon, but explain what each term means. And use examples from students' experiences and analogies they can relate to.

- Know your subject. But if asked a question that you cannot answer, don't try to hide the fact from the students. Say, "That's a good question. I don't know the answer to it."

- Be in control of the classroom. Some students may try to test you. If that happens, the teacher may intervene; then again, he or she may not. Try to handle the situation yourself. Let the students know you are in control of the classroom for the time you are there.

- Don't get involved in discussion of a school controversy, especially one that pits students against the administration. Stress responsibility as well as rights when talking about the law.

- Watch the clock. No matter how interesting you may be, most students' attention will still last no longer than the normal classroom period.

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How to Use This Booklet

This booklet contains lesson plans and ancillary materials on the topic of School Violence and the Law for three different levels of students: elementary grades 4–6 (Level A), middle school grades 6–8 (Level B), and high school grades 9–12 (Level C). The grade level is identified near the page number. In addition, each grade level contains pages for the lawyer (marked by the scales of justice), the teacher (an apple), and the students (a pencil). At the beginning of each level, you'll find a chart of the materials it comprises, along with photocopying instructions. You might also want to make overhead transparencies of the main activity pages (marked by all three icons).

SPECIAL COMMITTEE ON
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School Violence and the Law

Level A (Grades 4-6)

This level contains the following materials:

Lawyer's Pages

- ❑ **Lesson Plan** (page A-4)
- ❑ **Background on the Law** (page A-5)
- ❑ **The Dryland Dispute** (pages A-6–9)

Teacher's Pages

Make one copy of each page marked with the teacher's icon and send to the teacher in a Teacher's Packet one week before the class session.

- ❑ **Background on the Law** (page A-5)
- ❑ **The Dryland Dispute** (pages A-6–9)
- ❑ **Activity Guide** (page A-10)
  Overview of the Lesson
  Activity Sheet/Answer Keys
  Extension Activities (Role-Play Conflict Resolution, Newsletter)

Student Pages

Make copies of the pages marked with the student icon for each student in class and distribute as part of a Student Packet.

- ❑ **The Dryland Dispute** (pages A-6–9)
- ❑ **Activity Sheet** (page A-11)

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Objectives

During your session, students will—

- ✓ describe school violence and its impact on students
- ✓ understand dispute resolution and its relation to the legal system
- ✓ apply negotiating skills to resolve violence-related school situations

Note: You may wish to prepare overhead transparencies to use in Step 4 to facilitate discussion. (If using transparencies, ask the teacher to provide an overhead transparency projector.)

Vocabulary

As these terms come up in discussion, list them on the board and elicit definitions from students. Help the class define the terms if necessary. These terms appear on the Activity Sheet in the Student Packet, which students may complete after your visit.

conflict
dispute resolution
interest
negotiation
right
violence

Procedure

1. Begin the session by introducing yourself and telling a little about your legal experience. Then ask students to define school violence. Record various observations on the chalkboard. Point out that typically violent behavior includes serious and extreme behavior that is intended to cause physical harm to another person or to property. Less violent behavior includes verbal harassment and intimidation (name calling, public ridicule). Encourage students to identify ways to solve the less violent types of behavior.

2. Ask how many students have seen courtroom trials on TV or in the movies. Point out that few legal disputes actually go to trial and that most are settled through dispute resolution.

3. Remind students of the nursery rhyme "Jack and Jill" they learned when they were young. Ask how many know the true story of what happened to Jack and Jill. Once students' interest is piqued, tell them they will learn the story as well as how Jack and Jill might have settled their dispute with the people who caused their fall.

4. Distribute the Student Packets to the class. Review with students the facts of the Dryland Dispute. You might want to draw a map of Dryland on the board or an overhead transparency to aid understanding of the facts. Then ask the class to summarize the dispute in Dryland and to tell if they think violence has already occurred. Ask students to consider whether there is a possibility that an agreement could be reached without using violence. Say, "Using your negotiation skills, let's try."

5. Discuss the negotiation process. Students should know that negotiation is a process in which the parties actively participate, and any decision reached must be theirs. Write the following steps on the board or an overhead transparency. Make sure students understand each step.

Rules for Negotiating

a. Make sure everyone really wants to reach a negotiated settlement.
b. Communicate your concerns and listen to the other side's concerns.
c. Keep feelings separate from the problem.
d. Brainstorm solutions that stress each side's interests rather than position.
e. Judge solutions, looking for common ground and a win-win result.
f. Agree on a solution.

6. Divide the class into three groups. Direct each group to look at one of the "position papers" in the Student Packet. Each group will represent one of the three parties to the dispute—the Springmeans, the Riparios, and the Aridians. The students in each group will work together as a team to identify the interests and concerns of their group and develop a negotiation strategy. Allow about 10 minutes for this small-group work.

7. Bring the class together. Ask each group to select a spokesperson to tell its side of the story. The spokesperson should focus on the current problem and on the group's interests for the future. After each spokesperson is through, the other sides may question members of that group. Remind students that the questioning should be to gain information and to bring about understanding rather than to embarrass or confront.

8. Ask the class to brainstorm possible solutions. List these solutions without criticism or comment. Allow 5 minutes for this brainstorming session.

9. After 5 minutes, have the class evaluate the solutions. Students should look for a solution that advances the interests of all three groups. Try to have the groups agree on one final solution.
Here is a sample solution:
In the hypothetical, all groups have an interest in earning a good living and enjoying the beauty of the mountain. The problem stems from the historic division of the water supply. Once the class determines that the water could be more efficiently delivered by a pipe or canal from the mountaintop to the dry plain, it is a matter of determining the fairest way to divide the wealth and to compensate sides for what they have given up. One way would be to give the Springmeans and the Riparios some flat land for their right to the water and their right to transport it. The mountaintop could be made a park.

10. Debrief the role-play negotiation. What is important is that students see that once the parties move beyond hostility and start to look at mutual interests, a solution is easier to reach. Also, it is important that all participants feel they played a role in the final decision.

11. Ask students if they see a use for negotiation in school in order to prevent violence. Could they use it to settle their disputes? List on the board situations students suggest as opportunities for negotiation—destruction to students' property, school dance regulation. Invite them to share their understanding of negotiation and conflict resolution with other students.

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Background on the Law

DISPUTE RESOLUTION

The primary purpose of the legal system is to resolve disputes. When one thinks of legal disputes, one immediately thinks of trials. Trials in the United States utilize the adversary process and were originally designed as an alternative to trial by combat. Although trials are an important part of the legal system, by far the greater number of legal disputes are resolved by alternative forms of dispute resolution (ADR). Negotiation, mediation, and arbitration are forms of dispute resolution that can be used.

Negotiation Negotiation is a process of dispute resolution in which the parties reach a settlement themselves. In order to reach a negotiated settlement, all parties to the dispute must want to reach a compromise. Usually, the desire to reach a settlement is driven by the fact that the parties will have to maintain some sort of ongoing relationship. If the dispute is not truly resolved, it may fester until some incident such as the fall of Jack and Jill in the hypothetical brings it to the surface.

True negotiated dispute resolution involves self-understanding, communication, and willingness to appreciate the concerns of the other side. The Dryland hypothetical merely illustrates the type of problem that may be negotiated and the stages in the process. No hypothetical can really capture the anger, hate, and other emotions that often divide groups. However, before serious brainstorming of solutions and their evaluation can begin, these emotional issues must be dealt with.

Mediation In certain situations, the parties to a dispute need a facilitator to make the negotiation process work. This mediator helps the parties work through their feelings and encourages communication by helping ensure that all views are expressed and that listening occurs. The mediator may even participate in the brainstorming and evaluation stage. However, the mediator must remain neutral, and the ultimate solution must come from the parties themselves. Mediation differs from the adversarial process used in court. Both mediator and judge are neutral, but in court the judge listens to information, yet makes the final decision for the parties.

Arbitration Arbitration is a form of dispute resolution that involves placing a conflict before a neutral person or panel. Unlike mediation, which allows the parties to the dispute to "back out" if they are not happy with the solutions suggested by the mediators, arbitration results in a binding resolution of the dispute. Often, arbitration as a means of resolving disputes is consented to in advance. Because arbitration is usually quicker and less formal than court litigation, it has become a favored way of resolving conflicts in situations where frequent disputes can be anticipated by the parties to contracts. Landlords and tenants, employers and employees, and sports team owners and players, for example, often agree in advance to settle problems through binding arbitration.

Litigation If parties cannot work out a settlement through negotiation, a lawsuit may be filed. In fact, lawsuits are often filed to encourage an out-of-court settlement. The parties realize that if they do not settle their case, a court will decide for them. This motivates persons to become serious about negotiation because of the fear that the court decision may be worse than what they could achieve through negotiation.

In the Dryland hypothetical, there may have been a lawsuit for tort liability for the actions taken that led to the injuries of Jack and Jill. Landowners generally have a duty not to intentionally injure someone, even apparent trespassers such as Jack and Jill. For that matter, the criminal laws may have been invoked because both trespassing and threatening someone with a weapon are crimes.

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The Dryland Dispute

You've heard of the nursery rhyme "Jack and Jill":

> Jack and Jill went up the hill
> To fetch a pail of water.
> Jack fell down
> And broke his crown,
> And Jill came tumbling after.

The story that follows is what really happened to cause that infamous fall.

It seems that Jack and Jill Ripario live in the Republic of Dryland. Now Dryland is a small but remarkable land. It has fertile plains and beautiful mountains. The only trouble is that the water is in the wrong place. The only water supply is found in a spring at the top of Spring Mountain.

Three groups of people live in Dryland. The Springmeans live near the spring on the mountain. The Riparios live near the base of the mountain. They earn their living by transporting water from the mountain spring down to the plains. The Aridians are basically farmers who till the fertile plains of Dryland.

Many years ago, Dryland was governed by a king. The king gave the Springmeans the rights to the water of the kingdom as long as they protected the land around the spring and let other people use the water. The Springmeans could charge for each pail of water taken. The king gave the Riparios the right to buy water from the spring and sell it to the Aridians. They could take water off the mountain only by following a certain trail over the land of the Springmeans. The trail was winding, slippery, and steep. Falls on this trail were common.

Over the years, anger and resentment grew among the three groups. While each was able to earn a pretty good income, no one was entirely happy with the arrangement. The Aridians disliked having to pay for their water and never having enough. The Riparios disliked spending so much time hauling water. The work was hard, and the trail was dangerous. The Springmeans resented having to live on the cold mountain. They felt lonely and isolated.

It was in this state of affairs that the tumble of Jack and Jill Ripario occurred. Jack and Jill were Ripario children who were given the job of fetching water. One day they took a different trail—one that was less steep and dangerous. One of the Springmeans saw Jack and Jill and decided to teach them a lesson. He jumped out from behind a tree and shouted at them, waving a club in the air. Jack and Jill started to run, and you know the rest.

The Riparios threatened to sue the Springmeans. The Springmeans threatened to close the trail for good. Meanwhile, the Aridians, whose crops were drying up, threatened to send an armed force to the top of the mountain to bring down the water.

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The Position of Abel Springmean

I am the person who scared Jack and Jill. But I speak for all Springmeans when I say that we are fed up with our situation. We are tired of Ripario kids coming up the mountain and wandering off the path. Furthermore, their parents and the Aridians come up all the time for picnics, skiing, and sightseeing. They make paths all over our fields. The erosion is terrible. And they cause rock slides.

I was just trying to scare Jack and Jill. I only wanted to teach them a lesson. I didn't realize I'd committed a violent act. I didn't mean to hurt them. It's hard to live up here with everybody thinking you're mean and greedy. All we want to do is protect our property rights and our right to earn a living.

We are tired of trying to earn a living on bad land. The water money is fine, but in rainy years, our income is down. I'll bet a lot of the time people take water without even paying. The Aridians have more good land than they even need. What we have is a view. You cannot eat a view. I would trade it all for some real land.

The Position of Jack and Jill Ripario

We earn our living going up and down the hill. We buy water from the Springmeans and sell it to the Aridians. What a boring and dangerous job! There is always the risk of falling. And that risk increases dramatically if someone starts threatening you with a club. As for taking short cuts, the path is narrow and winding. It takes a long time to go down the mountain. In order to bring more water down, we take short cuts. As it is, we lose about half of all the water we carry in the pails.

As for our land, it isn't much better than the Springmeans'. We don't have water or good fertile fields. We don't even have a good view. The Aridians have all the good land. And then they cut across our land to picnic and ski on the mountain.

Everybody dislikes us. The Aridians think we charge them too much, and the Springmeans think we pay too little for the water. I wish we could set up a real water company and live either on the mountain or on the plains below.

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The Position of Pat Aridian

I am a leader of the Aridians. We are blessed with good, rich land, but it's flat and dry. If we have enough water, we can grow a good and bountiful crop. Without water, we are in trouble. In fact, with water we probably have more land than we need. But we have to pay too much for water, and the amount we receive is never dependable. The Riparios are always falling and losing half the water they bring down in those silly pails.

I have seen the big river and lake in a nearby country. Maybe we could work out an agreement with them and dig a big irrigation ditch. That way, we would no longer have to depend on the Riparios or the Springmeans.

On the other hand, I like the Springmeans and the Riparios. During the founding period of our republic, they had many good ideas. Many of us Aridians just love to go up the mountain to enjoy the cool climate, the lush green forest, and the view. That land would make an ideal park. It's a shame this situation has threatened us with violence. It must be solved.

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OVERVIEW OF THE LESSON

Objectives

During the lawyer's class session, students will—

- ✓ describe school violence and its impact on students
- ✓ understand dispute resolution and its relation to the legal system
- ✓ apply negotiating skills to resolve violence-related school situations

Lesson Summary

The lesson conducted by the lawyer focuses on developing an understanding of the negotiation process. Students work through a hypothetical situation involving the fall of Jack and Jill. Small groups represent the three sides in the dispute and practice negotiation skills to resolve it. Following the hypothetical, students should discuss how such conflict resolution skills can be used to settle disputes in school.

Following the lawyer's lesson, you may wish to have students role-play negotiation in school situations. They may also be interested in producing a school newsletter reporting on the lawyer's session on negotiation. These extension activities are explained more fully below.

MORE TEACHING MATERIALS ON SCHOOL VIOLENCE

The spring 1995 edition of the American Bar Association's *Update on Law-Related Education* is devoted to the topic of school violence. For more information, call 312/988-5735. To order *Update*—the national law-related-education teacher magazine, use the order card enclosed.

ACTIVITY SHEET/ANSWER KEYS

In the Student Packet is an Activity Sheet that asks students to work with key vocabulary terms. Students may use the activity to strengthen vocabulary after the lawyer's visit. The correct answers follow.

Complete These Sentences

1. conflict
2. negotiation
3. right
4. dispute resolution
5. interest
6. violence

Word Search

[(Column, Row) Direction—Word]:
(01, 02) E—DISPUTE RESOLUTION
(02, 01) S—RIGHT
(03, 04) E—VIOLENCE
(06, 06) E—NEGOTIATION
(08, 08) W—INTEREST
(11, 01) S—CONFLICT

EXTENSION ACTIVITIES

Role-Play Conflict Resolution: Review with students the school situations they offered as possible negotiating opportunities at the end of the lawyer's lesson. As a class, list additional ones. Then have small groups role-play resolving school disputes through negotiation rather than violence.

Newsletter: Have interested students produce a newsletter to report on the lawyer's session and the process of negotiation. Students can distribute their newsletter to other classes, perhaps including an offer to demonstrate negotiation with one of the role plays from the first extension activity.

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Activity Sheet

Complete These Sentences
For each sentence, fill in the blank with the best term from the list below.

violence	interest	dispute resolution
negotiation	right	conflict

1. An argument or a fight between people is a _____.
2. The process in which two or more sides actively participate to settle an argument and come to an agreement themselves is called _____.
3. When someone is legally entitled to something, it is his or her _____.
4. The process in which an argument is settled without going to court is called _____.
5. When settling a dispute, you should look for a solution that takes into account each side's concern, or _____.
6. Rough or forceful action or treatment is called _____.

Word Search
Now find and circle each term from the list above in the word search puzzle below. Words may be spelled up, down, forward, or backward.

C R G I O P F G Q W C C O P L M X
D I S P U T E R E S O L U T I O N
A G C W I M K P S Z N I P M D E X
C H V I O L E N C E F E I I T O N
S T R I G K O C D E L P P Y T E C
M I K E R N E G O T I A T I O N P
C A R O N I L E P A C M S T E E V
T S E R E T N I G L T G L O P B F

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School Violence and the Law

Level B (Grades 6-8)

This level contains the following materials:

Lawyer's Pages

- ❑ **Lesson Plan** (page B-13)
- ❑ **Background on the Law** (page B-14)
- ❑ **A Sample Violence-Prevention Bill** (page B-15)
- ❑ **A Legal Road to Violence Prevention** (page B-16)

Teacher's Pages

Make one copy of each page marked with the teacher's icon and send to the teacher in a Teacher's Packet one week before the class session.

- ❑ **Background on the Law** (page B-14)
- ❑ **A Sample Violence-Prevention Bill** (page B-15)
- ❑ **A Legal Road to Violence Prevention** (page B-16)
- ❑ **Activity Guide** (page B-17)
  Overview of the Lesson
  Activity Sheet/Answer Keys
  Extension Activities (Opinion Poll, Drafting Bills)

Student Pages

Make copies of the pages marked with the student icon for each student in class and distribute as part of a Student Packet.

- ❑ **A Sample Violence-Prevention Bill** (page B-15)
- ❑ **A Legal Road to Violence Prevention** (page B-16)
- ❑ **Activity Sheet** (page B-18)

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Lesson Plan

Objectives

During your session, students will—

- ✓ describe school violence and its impact on students
- ✓ follow the process of how a bill may become a law
- ✓ read and understand the summary of a bill mandating conflict resolution classes to prevent school violence
- ✓ simulate a modified legislative hearing on the bill

Note: Before your session, students should collect newspaper and magazine articles on violence in schools. To this end, send the Teacher's Packet to the teacher one week before your session is scheduled. You may want to rewrite a bill introduced in your state and make copies of it to use in place of the handout "A Sample Violence-Prevention Bill." You may also want to modify the flowchart "A Legal Road to Violence Prevention" so that it conforms to the process in your state, and/or make an overhead transparency of the flowchart. (If using transparencies, ask the teacher to provide an overhead transparency projector.)

Vocabulary

As these terms come up in discussion, list them on the board and elicit definitions from the students. These terms appear on the Activity Sheet in the Student Packet, which students may complete after your visit.

bill
committee
conflict resolution
law
legislature
violence

Procedure

1. Begin the class by introducing yourself and your topic. Ask students to show the media articles on school violence they collected. Ask how easy it was to find the articles. Tally the number of different articles on the board.

2. Explain to the class that the purpose of your session with them is to explore one way that the law can be changed to address the subject of school violence.

3. Distribute the Student Packets to the class. Invite the students to refer to the handout "A Sample Violence-Prevention Bill." (This handout is a summary of a bill debated in a recent session of the Illinois legislature. It has been rewritten so that middle school students can understand it. If you rewrote a bill, hand out copies of it now.) Point out that the sponsor of the bill is Senator Frank C. Watson. Ask a volunteer to read the bill aloud. Discuss the substance of the bill (not its merits), making sure students understand what the bill is all about. Point out that the bill focuses on violence prevention and conflict resolution. Remind students that alternative forms of dispute resolution (ADR)—negotiation, mediation, and arbitration—can be used to resolve conflicts. Negotiation is a process in which the parties reach a settlement themselves. In mediation, the parties to a dispute need a facilitator to make the negotiation process work. Arbitration involves placing the conflict before a neutral person or panel and results in a binding resolution for the dispute.

4. Ask students if they know the process by which this bill would become a law. Refer them to the flowchart in their Student Packets. (If you modified the flowchart and/or made an overhead transparency of the flowchart, use it now.) Discuss how the sponsor calls the bill for votes and makes sure it is heard in committee. Explain what a committee is and does. Tell how the sponsor is prepared to debate in favor of the bill and will listen to other legislators concerning amendments. In most states, if the bill is passed from one house to the second, a sponsor from the second house will be required.

5. Explain to the class that the bill can be amended or defeated at any stage in the process. Then explain the opportunity for public participation in the legislative process. Tell students they are going to simulate, or put on, a legislative hearing similar to one that might take place in a legislative committee discussing whether the bill should be passed onto the floor of the Senate.

6. Divide the class into three groups. There should be five or six proponents and five or six opponents. The rest of the class should be legislators.

7. The proponents and opponents should meet separately and develop a presentation supporting their position. Each should elect a spokesperson to present the position to the legislators. The other students in the group should be prepared to respond to questions from the legislators. Allow about 10 minutes for this work.

8. While the proponents and opponents are preparing their presentations, the legislators may be electing a chair, preparing questions, and perhaps preparing suggested amendments. (You may want to "listen in" on the legislators as they work, but don't intervene unless students really need help. The teacher may be doing likewise with the two groups of presenters.)

9. Instruct the committee chair to call the hearing to order and to call the first presenter. Allow the proponents and opponents equal time to present their views to the legislature. After each presentation, the legislators should ask questions. Amendments may be proposed and the opinions of the proponents and opponents sought.

10. Following the presentations, have the chair take a vote of the committee members.

11. Explain to students that during an actual legislative public hearing, many groups and individuals would be called to present their views. Finally, take a vote of all the members of the class on whether they as students support the idea of conflict resolution classes as a way to reduce school violence.

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SCHOOL VIOLENCE

Schools are charged with the task of helping children become adults in the most violent nation in the industrialized world. More and more frequently, this violence is being perpetrated by and directed toward children and youth. The school, once thought to be a safe haven, is turning into a popular marketplace for criminal enterprises. Moreover, in far too many communities, poorly coordinated social services result in schools being isolated from other agencies charged with providing services to children and families.

According to Bureau of Justice statistics, violent juvenile crime has increased substantially in recent years. Juvenile arrests for violent criminal behavior went up 41 percent from 1982–91. Not only have the rates soared, but so have the seriousness and lethality of the crimes. For example, the number of juvenile arrests for murder increased by 93 percent during the same reporting period.

Obviously, extremely violent behaviors greatly affect the school environment. Nevertheless, less violent behaviors that happen more frequently detract from a positive learning atmosphere and may act as a catalyst for greater violence. The School Violence Advisory panel supports including verbal harassment and intimidation in the definition of school violence. Yet, even subtler types of behavior, such as psychological intimidation and harassment (for example, name calling and public ridicule), are conspicuous forms of violence to which students are frequently exposed but that receive little attention.

Unfortunately, youth aggression and violence and the factors that cause their display are not well understood. Much of the media coverage seems to misrepresent their nature. Efforts to design appropriate, effective strategies to deal with them are hindered by our general failure to clarify their nature and extent. Ultimately, educators need to develop schoolwide programs that increase motivation to perform in school and to hold more prosocial roles within the schools and communities.

LAWYERS AND LAWMAKING

Many legislatures employ attorneys to assist in drafting bills and to staff legislative committees. Also, lawyers, though less prevalent than in the past, are still the largest group found in most legislatures. For example, in 1995, of the 535 members of Congress, 229 were lawyers.

Illinois Senate Bill 710

The bill that is the subject of this lesson was debated in a recent session of the Illinois legislature.

Basically, the bill provides a means for funding violence prevention and conflict resolution programs. The state had passed a law that encouraged schools to develop conflict resolution programs but was not mandatory because no funds were provided for this purpose. This legislation eliminates the provision exempting school districts from implementing violence prevention and conflict resolution instruction and makes conflict resolution a priority with funds that may become available from the federal government under the Safe and Drug-Free Schools Act of 1994.

In the actual bill, the entire language of the section that is being amended is (and must be) included. This inclusion gives legislators and the public the ability to understand the entire impact of the bill that is being proposed. In legislative drafting, new language is underlined and language to be removed is crossed through.

This bill would become effective the day it was signed by the governor. Many times, legislation contains a provision making the law effective at some future date so that people can learn of the changes.

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A Sample Violence-Prevention Bill

89th ASSEMBLY

STATE OF ILLINOIS

1995 and 1996

Introduced 3-2-95, **by** Senator Watson

Be it enacted by the people of the state of Illinois, represented in the General Assembly:

School districts shall provide instruction in violence prevention and conflict resolution for grades 4 through 12. School districts may give regular school credit for satisfactory completion by the student of such courses.

As used in this Section, "violence prevention and conflict resolution" education means instruction in the following:

(1) Consequences of violent behavior.
(2) Causes of violent reactions to conflict.
(3) Nonviolent conflict resolution techniques.
(4) Relationship among drugs, alcohol, and violence.

The State Board of Education shall prepare instructional materials that may be used to develop violence prevention programs and make these materials available to local school boards. The State Board of Education shall also help train teachers to provide instruction in violence prevention.

Federal funds received by the State or any local educational agency must be used to meet the requirements of this act.

This act becomes effective immediately upon being signed by the governor.

Definitions of Education Topics

(1) Consequences of violent behavior.
Violent behavior includes extreme behavior meant to physically or emotionally harm a person or property. Authorities such as schools and governments seek appropriate ways to correct or punish violence.

(2) Causes of violent reactions to conflict.
In *situational violence*, people react out of frustration combined with environmental and emotional circumstances—for example, a student who is new to a school, self-conscious, and unhappy may yell at or hit students who seem or are unfriendly. *Relationship violence* happens between people with ongoing relationships—especially friends and family members. *Predatory violence* is part of an intentional pattern of criminal and antisocial behavior, in which the offender generally gains something such as money or property.

The rarest and often most serious type of violence is *psychopathological violence*, which is the result of severe psychological trauma and neural dysfunction. Persons capable of this type of violence need the help of medical specialists.

(3) Nonviolent conflict resolution techniques.
Alternative forms of dispute resolution (ADR) include negotiation (the disputing parties find a solution), mediation (someone assists in the negotiation), and arbitration (someone listens to all sides and picks a solution). ADR resolves most legal disputes by far.

(4) Relationship among drugs, alcohol, and violence.
Drugs and alcohol often aggravate violent behaviors/reactions. Effective violence prevention programs address issues of drug and alcohol abuse.

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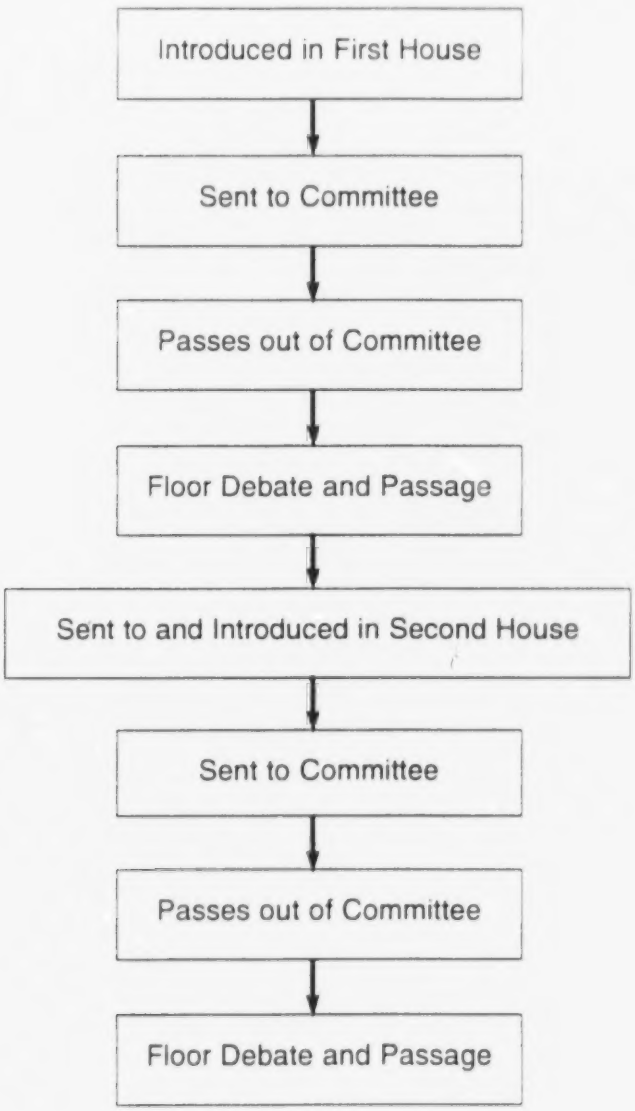
THE PROCESS IN MANY TWO-HOUSE STATE LEGISLATURES


Introduced in First House
Sent to Committee
Passes out of Committee
Floor Debate and Passage
Sent to and Introduced in Second House
Sent to Committee
Passes out of Committee
Floor Debate and Passage

If passed in the same form by both houses, the violence-prevention bill is sent to the governor for approval or veto. If not passed in the same form in the second house, the violence-prevention bill is sent back to the first house to work out the differences and then sent to the governor.

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OVERVIEW OF THE LESSON

Objectives

During the lawyer's class session, students will—

- ✓ describe school violence and its impact on students
- ✓ follow the process of how a bill may become a law
- ✓ read and understand the summary of a bill mandating conflict resolution classes to prevent school violence
- ✓ simulate a modified legislative hearing on the bill

Lesson Summary

The class session conducted by the lawyer focuses on a sample bill introduced in a state legislature that would mandate and fund violence prevention and conflict resolution classes in school. Students study a rewording of the bill itself and follow the procedure through which the bill would become law. They then simulate part of this procedure by staging a modified legislative hearing on the bill, working in three groups—proponents, opponents, and legislators.

Prior to the lawyer's visit, ask students to search newspapers and magazines for articles about violence in schools. Have them bring the articles to class on the day of the lawyer's visit.

After the lawyer's session, you may want students to conduct a poll on the sample bill for which they held a legislative hearing. You may also want them to draft their own bills suggesting ways to curb school violence. These extension activities are explained more fully below.

MORE TEACHING MATERIALS ON SCHOOL VIOLENCE The spring 1995 edition of the American Bar Association's *Update on Law-Related Education* is devoted to the topic of school violence. For more information, call 312/988-5735. To order *Update*—the national law-related-education teacher magazine, use the order card enclosed.

ACTIVITY SHEET/ANSWER KEYS

In the Student Packet is an Activity Sheet that asks students to work with key vocabulary terms. Students may use the activity to strengthen vocabulary after the lawyer's visit. The correct answers follow.

Scrambled Words

1. VIOLENCE
2. LAW
3. CONFLICT RESOLUTION
4. BILL
5. LEGISLATURE
6. COMMITTEE

Legislative Flowchart

The steps should be written in this order:

Introduced in First House
Sent to Committee
Passes out of Committee
Floor Debate and Passage
Sent to and Introduced in Second House
Sent to Committee
Passes out of Committee
Floor Debate and Passage

EXTENSION ACTIVITIES

Opinion Poll: Have students create surveys to use to question other students and family members about whether they would support or oppose a law that allowed for the creation of conflict resolution programs as a means to prevent school violence. Students should report the results of their survey to the class.

Drafting Bills: Invite students to research other ways to reduce school violence. They may work in cooperative groups to research and then draft their own bills aimed at reducing violence in schools. Then ask spokespersons from the groups to "introduce" their bills to the rest of the class.

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Scrambled Words

Unscramble these words. Use the definitions provided to help you.

1. EIOEVNLC is rough or forceful action or treatment. ___ ___ ___ ___ ___ ___ ___ ___
2. ALW is a rule of the government. ___ ___ ___
3. FIONLCCT SNOILOTURE is a process in which arguments are settled.

   ___
4. LILB is a suggested law that a legislature discusses and votes on. ___ ___ ___ ___
5. LISGEERTULA is a group of elected lawmakers. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
6. IMETETMOC is a small group within a larger group that conducts hearings on suggested laws.

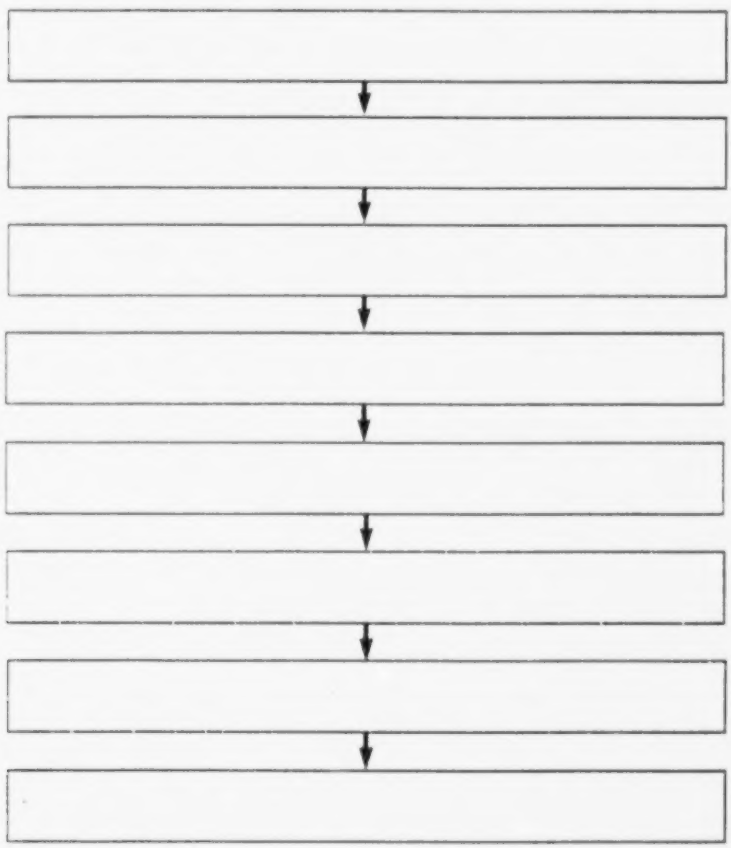
   ___ ___ ___ ___ ___ ___ ___ ___ ___

Legislative Flowchart

Fill in the flowchart to show the steps involved in how the violence-prevention bill you have learned about could become a law in many two-house state legislatures. Use the following steps. Some steps will be used twice.

Floor Debate and Passage (use twice)
Sent to Committee (use twice)
Passes out of Committee (use twice)
Introduced in First House
Sent to and Introduced in Second House

The Process in Many Two-House State Legislatures



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School Violence and the Law

Level C (Grades 9-12)

This level contains the following materials:

Lawyer's Pages

- ❑ **Lesson Plan** (page C-20)
- ❑ **Background on the Law** (page C-21)
- ❑ **Senate Bill 710** (pages C-22–24)
- ❑ **Key** (page C-25)

Teacher's Pages

Make one copy of each page marked with the teacher's icon and send to the teacher in a Teacher's Packet one week before the class session.

- ❑ **Background on the Law** (page C-21)
- ❑ **Senate Bill 710** (pages C-22–24)
- ❑ **Key** (page C-25)
- ❑ **Activity Guide** (pages C-26–30)
  Overview of the Lesson
  Activity Sheet/Answer Key
  Extension Activities (Opinion Poll, Floor Debate, Student Forum)

Student Pages

Make copies of the pages marked with the student icon for each student in class and distribute as part of a Student Packet.

- ❑ **Senate Bill 710** (pages C-22–24)
- ❑ **Key** (page C-25)
- ❑ **Activity Sheet** (page C-31)

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BEST COPY AVAILABLE

Objectives

During your session, students will—

- ✓ explore school violence and brainstorm solutions to control it
- ✓ understand that legislation is one way to make laws
- ✓ recognize two other ways to make laws
- ✓ analyze a bill
- ✓ draft their own bills

Note: Review the lesson to determine the time needed to complete the activities with students, and set up an appropriate schedule. Before your session, students should collect newspaper and magazine articles on violence in schools. To this end, send the Teacher's Packet to the teacher one week before your session is scheduled. If you can, bring into class a statute book, a reporter, and a regulatory code and display as visual aids. You may want to make an overhead transparency of the chart in "Background on the Law" on page C-21. You may also want to modify the chart's language to follow that used in your state. If you use a bill that has been introduced in your state in place of Senate Bill 710, be sure to make copies of your bill for students. You may want to make an overhead transparency of the Key on page C-23. (If using transparencies, ask the teacher to provide an overhead transparency projector.)

Vocabulary

As these terms come up in discussion, list them on the board and elicit definitions from the students. These terms appear on the Activity Sheet in the Student Packet, which students may complete after your visit.

amend
bill
conflict resolution
draft
exempt
law
statute

Procedure

1. Begin the class by introducing yourself and your topic. Ask students to show the media articles on school violence they collected. Ask how easy it was to find the articles. Tally the number of different articles on the board.

2. Explain to the class that the purpose of your session with them is to explore one way that the law can be changed to address the subject of school violence. Point out that there are actually three ways that law can be changed. (At this time, you may want to draw on the board a chart similar to the one in "Background on the Law" on page C-21 or display the transparency you made.)

3. Tell students that they are going to concentrate on legislation as a way to curb school violence. Distribute the Student Packets to the class.

4. Refer students to Senate Bill 710 and its Key in their Student Packets. (This bill was debated in the spring 1995 session of the Illinois legislature. If you chose a different bill, distribute copies of it now. If you made a transparency of the Key, display it now.) Go over the bill using the reference key, making sure students understand the parts of the bill as well as its substance. Add and explain these points as you discuss it:

3. The sponsor calls the bill for votes, makes sure it is heard in committee, and debates in favor of the bill. In most states, if the bill is passed from one house to the second, a sponsor from the second house will be required.

5. In most states, the initial drafting of the bill and the summary are prepared by legislative staffs, usually lawyers or legal assistants.

11. The entire language of the section that is being amended must usually be included. This gives legislators and the public the ability to understand the entire impact of the bill that is being proposed.

12. As amended, the new law would require schools to have conflict resolution programs and to make them a priority if funds are available. Much of the activity of the legislature involves budgetary concerns and setting priorities.

13. If this bill was passed, it would become effective the day it was signed by the governor. Many times legislation contains a provision making the law effective at some future date so that people can learn of the changes.

5. Tell students they are going to draft their own bills concerning school violence. Invite them to suggest various problems of violence confronting schools and students (for example, gangs, guns). List these on the board.

6. Divide the class into groups of three to five students. Assign each group one of the problems listed on the board. Students in each group should brainstorm possible legislative solutions to the problem, then draft a model bill enacting one of their solutions. They should use as many of the elements of a bill as are relevant and stipulate whether public funds will be spent. Allow 15 to 20 minutes for this activity.

7. Ask each group to select a spokesperson to "introduce" its bill to the rest of the class.

8. Thank students for their efforts, and ask them to continue discussing and working on ways to curb violence through legal means.

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Background on the Law

SCHOOL VIOLENCE

Various solutions are being proposed for the problem of increasing violence in our society and in our schools.

Violence prevention programs that involve the schools include the following:

- Peer mediation and conflict resolution programs. (This is the subject of the bill that students are being asked to read as a part of this lesson.)
- Metal detectors and other means of searching students as a way of keeping weapons out of schools and reducing criminal activity in schools.
- The expulsion or suspension of students who bring weapons to school. A federal law requires schools to expel students for at least a year provided there are no good reasons for not doing so.
- The development of antigang policies—for example, increasing the penalties for gang membership and making it a crime to engage in gang activities in schools. Many schools are enacting policies that prohibit students from wearing gang colors and certain types of clothing that are identified with gangs.
- The development of alternative schools for students who are disruptive in regular classes.
- Truancy prevention programs.

Illinois Senate Bill 710
The bill that is the subject of this lesson was debated in a recent session of the Illinois legislature.

Basically, the bill provides a means for funding conflict resolution programs. The state had passed a law that encouraged schools to develop violence prevention and conflict resolution programs but did not require them. Perhaps the legislature was reluctant to require local schools to develop these programs since no funding was available. This legislation eliminates the provision exempting school districts from implementing violence prevention and conflict resolution instruction and makes it a priority with funds that may become available from the federal government under the Safe and Drug-Free Schools Act of 1994.

The Making of Laws

Branch of Government	Creates	Encompassed In
Legislative	Statutes	Statute books
Judicial	Case precedents	Reporters
Executive (agencies)	Regulations/Rules	Codes of Regulations

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SENATE BILL 710

89th GENERAL ASSEMBLY

State of Illinois

1995 and 1996

INTRODUCED 3-2-95 **, BY** Senator Watson

SYNOPSIS AS INTRODUCED

105 ILCS 5/27–23.4

Amends the School Code. Eliminates a provision that exempts the State Board of Education and school boards from implementing violence prevention and conflict resolution education if sufficient private and federal funding to implement those provisions is not available. Provides that any funds received by the State or any local educational agency pursuant to the federal Safe and Drug-Free Schools and Communities Act of 1994 shall first be applied to meeting and implementing the requirements relating to violence prevention and conflict resolution education in grades 4 through 12. Effective immediately.

LRB8905417THlb

Fiscal Note Act
may be applicable

A BILL FOR

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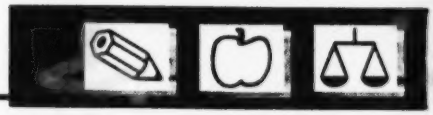

AN ACT to amend the School Code by changing Section 27–23.4.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The School Code is amended by changing Section 27–23.4 as follows:

(105 ILCS 5/27–23.4)

Sec. 27–23.4 Violence prevention and conflict resolution education. School districts shall provide instruction in violence prevention and conflict resolution education for grades 4 through 12 and may include such instruction in the courses of study regularly taught therein. School districts may give regular school credit for satisfactory completion by the student of such courses.

As used in this Section, "violence prevention and conflict resolution education" means and includes instruction in the following:

(1) Consequences of violent behavior.

(2) Causes of violent reactions to conflict.

(3) Nonviolent conflict resolution techniques.

(4) Relationship among drugs, alcohol, and violence.

The State Board of Education shall prepare and make available to all school boards instructional materials that may be used as guidelines for development of a violence prevention program under this Section; provided however that each school board shall determine the appropriate curriculum for satisfying the requirements of this Section. The State Board of Education shall assist in training teachers to provide effective instruction in the violence prevention curriculum.

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SB710 Engrossed **LBR8905417THlb**

~~The State Board of Education and local school boards shall not be required to implement the provisions of this Section unless grants of funds are made available and are received after July 1, 1993 from private sources or from the federal government in amounts sufficient to enable the State Board and local school boards to meet the requirements of this Section.~~ Any funds received by the State or a local educational agency pursuant to the federal Safe and Drug-Free Schools and Communities Act of 1994 shall first be applied or appropriated to meet the requirements and implement the provisions of this Section.

(Source: P. A. 88–248.)

Section 99. Effective date. This Act takes effect upon becoming law.

Definitions of Education Topics

(1) Consequences of violent behavior.
Violent behavior includes serious and extreme behavior that is intended to cause physical harm to another person or to property and therefore provoke authority to administer some form of correction or punishment to people who display such behavior.

(2) Causes of violent reactions to conflict.
There are at least four types of violence: situational, relationship, predatory, and psychopathological. *Situational violence* is thought to result from the interaction of personal frustration and the circumstances, setting, or environmental conditions that a person confronts. *Relationship violence* involves disputes between persons with ongoing relationships, especially friends and family members. *Predatory violence* is the most frequently studied type. It is perpetuated intentionally as part of a pattern of criminal or antisocial behavior, and it generally results in some personal gain. Gang assaults, robberies, thefts, and muggings are common forms. *Psychopathological violence* is the rarest type, yet often the most serious. Severe psychological trauma and neural dysfunction resulting in individual pathology are suggested underlying causes.

(3) Nonviolent conflict resolution techniques.
By far the greater number of legal disputes are resolved by alternative forms of dispute resolution (ADR), such as negotiation, mediation, and arbitration.

(4) Relationship among drugs, alcohol, and violence.
Tendencies toward violent behavior and/or violent reactions to interpersonal situations are often complicated by involvement with drugs and alcohol.

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Key for Senate Bill 710

1. Bill number. This was the 710th bill introduced in the Illinois Senate for the current legislative session.

2. The legislature in Illinois is called the General Assembly. It meets in two-year sessions. This is the 89th session.

3. Date the bill was introduced. Senator Frank C. Watson is the sponsor.

4. Section of statutes that will be amended by the legislation.

5. Summary of the bill produced to give legislators and the public a guide as to what the bill will do.

6. Coded number of the unit that drafted the bill. This bill was drafted by the Legislative Reference Bureau. T. H. are the initials of the person who did the drafting. L. B. typed the bill.

7. Fiscal note points out to legislature that the bill requires that public money will be spent.

8. Numbers in columns on each side of the page assist in identifying sections of the bill. These numbers are points of reference for persons introducing amendments and discussing the bill. The column numbers on the right are cumulative.

9. This language informs the reader of the sections of the statutes that are to be amended and added, and indicates that this is an official act of the people of Illinois through their democratically elected representatives. This wording is referred to as the "Enactment Clause" and appears on all bills.

10. Statutory reference to the section of the law that is being changed or amended.

11. Section of the existing statute that is being amended.

12. Actual change that is being proposed. In legislative drafting, new language is underlined, and language to be removed is crossed through.

13. The effective date of the new law.

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OVERVIEW OF THE LESSON

Objectives

During the lawyer's class session, students will—

- ✓ explore school violence and brainstorm solutions to control it
- ✓ understand that legislation is one way to make laws
- ✓ recognize two other ways to make laws
- ✓ analyze a violence-prevention bill introduced into the legislature
- ✓ draft their own violence-prevention bills

Lesson Summary

The class session conducted by the lawyer focuses on ways to create laws to curb school violence. Students first learn that all three branches of government create law. They then focus on the legislative branch, analyzing the parts of a bill introduced in a state legislature that mandates and funds conflict resolution classes in schools. Students list various problems of violence confronting schools. They then work in cooperative groups to brainstorm solutions for these problems and draft model legislation putting the force of law behind their solutions.

Prior to the lawyer's visit, ask students to search newspapers and magazines for articles about violence in schools. Have them bring the articles to class on the day of the lawyer's visit.

After the lawyer's visit, you may want students to conduct a poll on the state bill they analyzed. They might enjoy debating the merits of the bills they drafted during the lawyer's session. You might also want students to hold a forum on ways their school can be used to reduce community violence. These extension activities are explained more fully below.

MORE TEACHING MATERIALS ON SCHOOL VIOLENCE The spring 1995 edition of the American Bar Association's *Update on Law-Related Education* is devoted to the topic of school violence. For more information, call 312/988-5735. To order *Update*—the national law-related-education teacher magazine, use the order card enclosed.

ACTIVITY SHEET/ANSWER KEY

In the Student Packet is an Activity Sheet that asks students to work with key vocabulary terms. Students may use the activity to strengthen vocabulary after the lawyer's visit. The correct answers follow.

Word Puzzle

ACROSS

2. statute
6. conflict resolution
8. exempt
10. debate
11. precedent

DOWN

1. consensus
3. amend
4. draft
5. bill
7. law
9. mediation

EXTENSION ACTIVITIES

Opinion Poll: Have students create surveys to use to question other students and family members about an issue related to violence or violence prevention in the school or community. Students should report the results of their surveys to the class.

Floor Debate: Students may want to debate the merits of the violence-prevention bills they drafted and introduced during the lawyer's session, as legislators would on the floor of the legislature. Allow students preparation time to study each issue and prepare positions. Appoint a speaker to recognize each debater.

Student Forum: The Student Forum is a student-organized, open discussion of a legal issue. Your role is to provide copies of the materials to the students and serve as a consultant. The forum is expected to take from two to five class periods, depending on the number of characters included and the amount of discussion involved. Copy and distribute forum pages C-27–29 to each student. You will need two copies of the ballot on page C-30 for each student.

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Student Forum

To the Student

In the forum, you will consider whether your local school district should participate in a program that provides funds to local school districts for violence- and crime-prevention activities. The funds are a part of moneys that are available under a local block grant received by the state.

The state government has initiated a program that allows local organizations and governments including schools to apply for funds. The state superintendent of schools has issued guidelines for application and has made the announcement at the right.

The local school district is proposing that the school should become a community center with a wide range of programs going on during the day, in the evening, and on weekends. Also, community members will be trained to become teacher aides assisting in classroom teaching and the library and in the general supervision of the schoolchildren. Several community members have gathered to discuss the proposal and to decide whether to participate.

Do you think your local school district should participate in this program? What should the extent of programming be? Explore your personal views, and listen to others' views.

The purpose of a forum is to reach a conclusion that virtually all participants can agree with, or at least tolerate. So, in the course of discussion, try to determine differences and areas of agreement. Explore compromises and other ways of reaching a consensus. In some instances, conflicts may be resolved by majority vote. Look for other types of solutions as you conduct the forum.

Before the forum begins, you will complete a ballot to identify your attitudes about youth and crime. Following the forum, you will complete another ballot to determine whether your attitudes have changed.

Violence and Community Schools Program

All local schools are encouraged to cooperate with community organizations, local governments, and citizens who live in the immediate vicinity of the schools to develop violence- and crime-prevention programs. Under the block grant concept, a wide range of programs can be developed. They may provide for the use of school buildings on weekends, during hours in which school is not in session, and even during the day when school is in session as long as the programs do not interfere with the educational mission of the school. In addition, the school district may develop programs that use community members in the delivery of educational and educational-support activities.

The block grant concept is to give local communities considerable discretion in determining what they need to battle violence and crime. Schools may develop programs such as social service counseling for youth, recreational activities, and day care and after-school activities for children with working parents. Adult education and programming for senior citizens are allowable. There really is no limitation on the use of the funds as long as they are justifiable in the sense of developing a stronger community, they are consistent with the school's primary mission of delivering education, and they will tend to prevent violence and crime.

How to Conduct a Forum

1. The class selects five students to serve on the forum panel.
2. All students complete the pre-forum ballot and submit it to the panel.
3. All students form groups to develop or adapt character sketches for the forum. Sometimes it increases learning and understanding to play a role that is the opposite of your beliefs.
4. The class members identify community members that they want to invite to participate in the forum. With the teacher's permission, panel members invite guest speakers.
5. The panel selects student volunteers to serve as facilitator and clerk. It also identifies the students chosen to role-play the characters.
6. The clerk schedules the presentations of the characters and the guest speakers.
7. The students conduct the forum.
8. The class members discuss what policies they would implement.
9. All students complete the post-forum ballot. The panel reviews, compares, and summarizes the results.

Getting Ready

To prepare for the forum, read newspaper or magazine articles about violence and crime in your community, violence- and crime-prevention programs, and debates in Congress about a crime bill. Discuss these articles in class. Then brainstorm viewpoints that support and oppose the proposed use of the schools.

List all the ways that schools could be used to assist the community. Then list ways that community members could assist the schools. During the initial listing do not be judgmental and critical of the ideas. After all ideas are listed, evaluation and comments may take place.

As a class, identify community members whom you want to invite to participate in the forum. You may wish to ask, for example, a person who works in the criminal justice system, a community organizer, or a school official.

Organize into groups of up to five students. With your group, choose a character whose viewpoint you will develop. Make sure that all viewpoints are represented and that there is a reasonable balance of conflicting viewpoints.

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These pages include sample character sketches. You may use or adapt these sketches or create your own. Your character sketch should include the character's name, a specific viewpoint, background information about the character that supports the viewpoint, and a request for a specific position to be adopted. After you have developed the character sketch, select a group member to play the character's role in the forum. Give a copy of your character sketch to the panel, and tell the panel who will role-play the character.

Student Roles

Panel

The panel organizes the forum. Members tally and report the results of the pre-forum and post-forum ballots. The panel invites community members to participate in the forum. It reviews and selects characters to be included in the forum and selects student volunteers to serve as clerk and facilitator. It provides a list of student and guest participants to the clerk. During the forum, panel members serve as members of the audience.

Clerk

The clerk receives a list of characters and guest speakers from the panel. The clerk then schedules the speakers for the forum. He or she should schedule the speakers in a way that allows a balance of viewpoints to be presented. The order of presentation is not critical since the facilitator will allow for questions and discussion following each speaker. The clerk presents the schedule of speakers to the facilitator. During the forum, the clerk may wish to take notes.

Facilitator

The facilitator opens the forum with a statement of purpose, such as, "We are here to discuss proposals to use the schools as community centers." The facilitator calls speakers to present their viewpoints in three-minute periods, which are timed. She or he then encourages discussion and questions, again for about three minutes. The facilitator should be sure that opposing and supporting positions are heard. There should be additional discussion after all speakers have completed their presentations. Areas of agreement and disagreement should be noted. It is unnecessary to reach a consensus. The facilitator closes the forum.

Audience

The audience (students who have not assumed roles as clerk, facilitator, or characters) participates by listening to testimony, asking questions, and discussing the issues.

Characters

Characters have three minutes to discuss their positions and views about what the schools should do. They have two to three more minutes to respond to questions from the audience or other characters. They should answer consistently within their roles.

Character 1 My name is Charles Wood, and I work as a school administrator for the local district. While I can understand the desire to fully use the school building and bring community involvement into the school, I am concerned about the misuse of the building. We already spend a great deal of money on security; yet we have incidents of violence and vandalism in and around the building.

How are we going to control the building if we invite even more people in? You simply cannot run bingo games for senior citizens, use the gym for basketball, and have persons coming in and out of the building for counseling and still maintain an educational environment.

Furthermore, the idea of using parents in the classroom conflicts with state licensing provisions and the goal of improving the professional qualifications of teachers. I am not opposed to using the building for those things that help children, such as breakfast programs or extended day care, but we cannot become all things to all people. Schools must remember that their mission is education.

Character 2 I am Elaine Santorus, and I work for a local community organization. I think the idea of applying for funds under the block grant is a good one. One of the best ways to address the problem of violence is to address its root causes and encourage local communities to become involved.

Schools are a major asset to a community. In rural, suburban, and urban areas, schools are often the most substantial public buildings. It seems ridiculous to leave such a community asset idle most of the week. There are numerous programs and activities that can be run before and after school hours and even some that can be run during the day with minimal disruptions. Nonetheless, Mr. Wood's concerns are valid, and we must be conscious of security and not interfering with the school's mission.

I am not talking of just sharing building space but of an effort to integrate the schools into the fabric of the community. Parents and others with some training could assist in the delivery of education in the classroom, tutoring or monitoring children's behavior. These activities may provide some income to parents, as well as help to the schools.

School officials are always complaining about the lack of community and parental support for education. Maybe schools could have evening classes to teach parents how to help with their children's education. While they're at it, they could teach parents how to become involved in activities that would benefit the community.

Character 3 My name is Pat Hale. I am a 19-year-old girl who lives in the neighborhood. Since graduating from high school, I have attended a community college and have worked at some part-time jobs. There are few opportunities in this community for young people to do something constructive and to gain some respect. It

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is hard to find a good job without an education, and it is almost impossible to get an education without money.

Many of my friends have joined gangs and use drugs. Gangs give you a place to belong and a system of friendship and support, but they also bring violence. The schools could offer neighborhood youth something to do and an alternative to the streets. Critics contend that programs such as midnight basketball are a waste of money. But they give kids something to do. The programs could be used to encourage kids to enroll in job training or educational classes. Schools need to reach out to the community and provide meaningful activities. Right now, in order to attend classes, I have to go across town and switch buses several times. It would be helpful to have some of these classes taught right here.

Character 4 My name is Bob Peal, and I am a correctional officer at the local jail. I used to work as a police hall monitor in this school. I think all this business about community involvement is being oversold. The best way to prevent violence and crime is to hold youth accountable for their actions. We need to find people who are committing the crimes and violent acts and put them in prison for a long time. There is a need for more discipline and control. Schools should be safe islands where children can go to learn. Programs such as those being proposed bring some of the worst type of people into the schools. They will be disruptive and create a dangerous situation for those children who want to learn.

There is entirely too much coddling of the criminal element. If I had my way, juvenile court and all these programs would be abolished. I might be willing to consider the use of the building by the new community policing unit or by a drug-education program developed to fight drug abuse. Also, maybe some of the kids who are kicked out of regular school could be required to attend evening classes as an alternative. This would help to stop the violence.

Character 5 My name is Fran Kibosh. I am a teacher at the school. I think the idea of applying for the grant is a good one. I have some concerns about security and the possible abuse of the building, but I think these can be worked out.

Involvement of the community in the schools is a great idea. I teach value and citizenship education in the classroom. Citizenship involves respect for others' ideas and a willingness to participate. We talk a lot about involving parents and the role of the community in the schools. This grant is an opportunity to put our words to work. I think the schools could benefit from this grant in numerous ways. Funds could be used to expand the library and to purchase computers. Both students and the community could use these new resources. We have talked about establishing mediation and a dispute resolution center. We could train both students and their parents in these skills. The trick in all this is proper planning and community involvement. We don't have to choose between education or community participation. We can do both.

Violence and crime will be reduced if we give people the opportunity to gain a sense of control over their future. We have to help people avoid crime, and give others the opportunity to rehabilitate themselves.

Character 6 I am a retired minister, and my name is Edward Vizer. While there may be a need for recreational programs and a safe place for senior citizens to meet, I don't think it should be the schools. There are plenty of other places to gather. School should be for education. We need to return to the basics—reading, writing, and arithmetic—and forget about all these fancy new ideas.

I believe schools would be better places if the Supreme Court had not prohibited school prayer. Respect for authority, discipline, and a willingness to accept responsibility are missing. Right now I am working with a group of students who meet after school to discuss religion and values. This is the type of program and these are the types of young people that should be encouraged. I am really worried about all the teenagers who are having children before they're even old enough to properly care for them. Maybe there is a role for a program that could teach teenage mothers and fathers about family values and parenting skills. I am not an expert on crime or violence prevention, but such a program may reduce child abuse and domestic violence, and it would use the school to benefit students.

Character 7 My name is Bill Barber. I am a member of the local school council. I have listened carefully to all the comments thus far. There seems to be both a lot of disagreement and agreement. I think it is important to let democratic processes function and to anticipate legitimate differences among people.

This grant is an opportunity for our community to do something to help ourselves. We must search for common ground. Maybe we can design a proposal that will address the concerns and interests of us all. There may be a need to involve more police and to make certain that the primary mission—education—is stressed. If these concerns are addressed, then other important community needs can be satisfied.

These block grant programs give each community the right to determine what can best meet its needs. We should continue to discuss the issues until we reach a consensus on what is important. Granted, there may be some programs on which we can never reach an agreement, and there may be others where decision by majority vote may be appropriate. But I think we all can agree that there may be a need for educational programs outside regular school hours. Maybe we should begin with that issue and see what follows.

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Reducing Violence and Crime: What Should Be Done?

Circle the choice that best answers how you feel about the issue.

I believe that communities should adopt programs to	strongly agree				strongly disagree
1. Increase the number of police through community policing programs	1	2	3	4	5
2. Develop counseling, recreational, and other rehabilitative programs for youth	1	2	3	4	5
3. Restrict the use and availability of handguns	1	2	3	4	5
4. Assign more police to the schools	1	2	3	4	5
5. Increase youth employment and job training opportunities	1	2	3	4	5
6. Notify schools anytime a youth is caught using drugs or alcohol	1	2	3	4	5
I believe that schools should					
7. Expel students who engage in violent behavior	1	2	3	4	5
8. Emphasize character and values education in classes	1	2	3	4	5
9. Make schools safer by searching students and lockers periodically	1	2	3	4	5
10. Teach mediation and other alternative dispute-resolution techniques	1	2	3	4	5
11. Prohibit the wearing of gang colors	1	2	3	4	5
12. Work with community groups to use the school as a community center	1	2	3	4	5
I believe that the criminal justice system should					
13. Increase the penalties for violent crimes, building more prisons if necessary	1	2	3	4	5
14. Develop programs that can work with youth in the community	1	2	3	4	5
15. Sentence young people as adults when they commit violent crimes	1	2	3	4	5
16. Use youth juries	1	2	3	4	5
17. Train specialized police officers to monitor youth behavior	1	2	3	4	5
18. Prohibit driving privileges and school activities for youth using drugs or alcohol	1	2	3	4	5

Complete the sentences below based on your personal opinion.

19. The most important thing that local communities can do to reduce violent criminal behavior is

_____

_____

20. Schools can be most effective in the reduction of violent crime by

_____

_____

21. The most useful measure that the criminal justice system can take to discourage violent crime is to

_____

_____

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Activity Sheet

Word Puzzle

ACROSS

2. law created by the legislative branch
6. the process in which arguments are settled without violence
8. freed from a rule or duty
10. formal discussion of a bill
11. a judgment that is used in dealing with similar cases

DOWN

1. a general agreement
3. to change a law
4. to write a proposed law
5. a proposed law
7. a rule of government
9. an intervention between conflicting parties

amend	exempt
bill	law
conflict resolution	mediation
consensus	precedent
debate	statute
draft	

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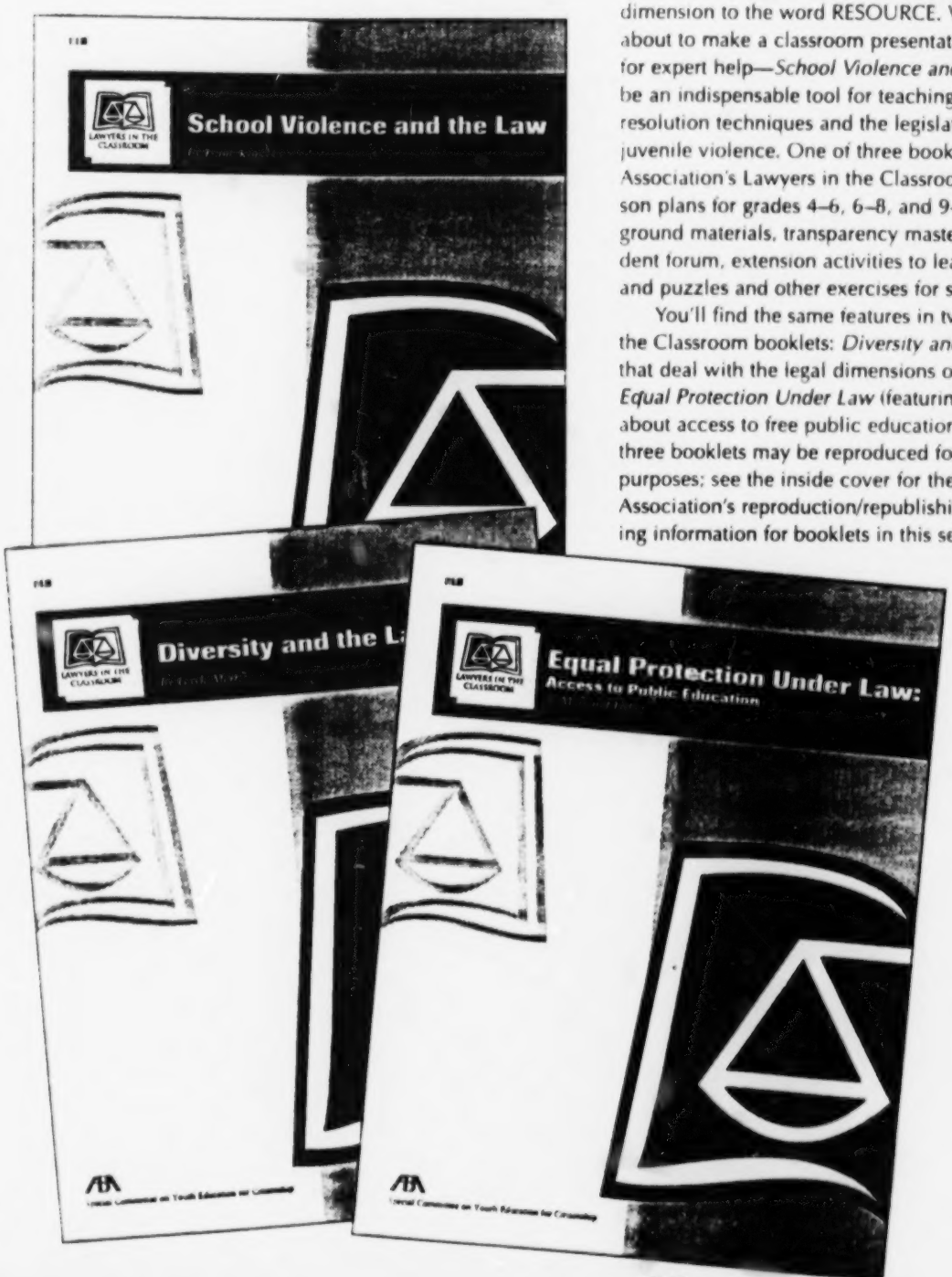
AMERICAN BAR ASSOCIATION
Division for Public Education
541 North Fairbanks Court
Chicago, IL 60611-3314
312/988-5735

School Violence and the Law



One of Three Indispensable LRE Tools

By using this booklet in your classroom, you're adding a new dimension to the word RESOURCE. Whether you're a lawyer about to make a classroom presentation—or a teacher looking for expert help—*School Violence and the Law* will prove to be an indispensable tool for teaching students to use dispute resolution techniques and the legislative process to prevent juvenile violence. One of three booklets in the American Bar Association's Lawyers in the Classroom series, it contains lesson plans for grades 4–6, 6–8, and 9–12, as well as background materials, transparency masters, instructions for a student forum, extension activities to leave behind with teachers, and puzzles and other exercises for students.

You'll find the same features in two additional Lawyers in the Classroom booklets: *Diversity and the Law* (with lessons that deal with the legal dimensions of multiculturalism) and *Equal Protection Under Law* (featuring classroom presentations about access to free public education in the United States). All three booklets may be reproduced for nonprofit educational purposes; see the inside cover for the American Bar Association's reproduction/republishing terms, as well as ordering information for booklets in this series.

Frank Kopecky is a professor of legal studies at Sangamon State University in Springfield, Illinois, and editor of the Illinois State Bar Association Law-Related Education Newsletter. *Kopecky is on the American Bar Association Advisory Commission on Youth Education for Citizenship as well as the* Update on Law-Related Education *Editorial Advisory Board.*